

# Inspection of Little Melton Primary School

School Lane, Little Melton, Norwich, Norfolk NR9 3AD

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Inspection dates: 14 and 15 February 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Everyone is part of the team at Little Melton. Pupils help each other in the classroom and at playtime. Pupils behave well because they know it is the right thing to do. They want to do their best for their friends and their teachers. As a result, every day is a productive and happy one at the school.

Pupils' understanding flourishes because the curriculum is detailed, interesting and taught well. Teachers aptly show pupils how to write about what they have learned. Pupils read widely. Carefully planned curriculum days show pupils how they can apply their knowledge in fun ways. Pupils achieve well. They leave school eager for more knowledge and looking forward to the future.

An extensive extra-curricular offer shows pupils how the world works and to what they can aspire. This has been put together by dedicated adults. It harnesses multiple opportunities in the community. For example, a chance to meet medical students at the local hospital. Visitors from all walks of life share their knowledge and expertise. A rota of clubs gives pupils a range of opportunities to try their hands at different kinds of sport, music and art.

## **What does the school do well and what does it need to do better?**

The curriculum is arranged into topics. Within every topic, the school has set out, in detail, the knowledge and skills to be learned in subjects such as history, geography and science. The school has equipped teachers with new resources and new ways of teaching, for example through using technology to show pupils three-dimensional scenes of life in the past. A renewed focus on writing helps pupils to remember what they have learned, including new and important vocabulary. Teachers regularly check pupils' knowledge. These checks motivate pupils to learn as much as they can in lessons.

Pupils start reading lessons as soon as they join the school. Staff allocate pupils to lesson groups and provide books for practice that match pupils' learning stage. The school provides plenty of opportunities for pupils to catch up if they fall behind. Pupils quickly become fluent readers. Pupils enjoy being read to. Older pupils enjoy visiting the school library to choose from the large range of exciting books.

The school provides bespoke support for pupils with special educational needs and/or disabilities (SEND), for example small group teaching for speech and language development. The school takes advice from a range of external professionals. Leaders also involve parents, carers and pupils when making decisions about how best to meet pupils' needs. The support helps pupils to overcome barriers to learning. As a result, all pupils with SEND can access the curriculum and develop their independence.

The curriculum in the early years is comprehensive. Staff teach in a precise and clear way. All children, including children with SEND, listen and join in. Staff prepare

activities that help children to apply important topic knowledge. Staff regularly sing, read stories and talk to children, therefore developing their vocabulary. Staff make sure that every child has an opportunity to practise key skills. This helps to prepare children for their next stage of learning.

The behaviour policy at Little Melton is simple, but effective. Pupils know what is expected of them. The 'Well Done' assembly motivates pupils to work hard and show kindness to each other. Staff work hard to understand the reasons why pupils might struggle to concentrate in class. Staff patiently support pupils to become more focused. Pupils are proud to be part of the school.

Leaders are keen for pupils to feel nurtured as much as they want pupils to do well academically. They have established a system of nurture and mental health support that includes the voice of parents. Pupils can talk to trained adults in school if they need to. Personal, social and health education lessons teach pupils important knowledge about how to keep safe and healthy.

Governors have a range of expertise. All are united by a clear vision to ensure that pupils are successful in their future endeavours. They have supported the school to make intelligent decisions and work as a team. There is a strong focus on staff training. For example, leaders facilitate staff learning from one another in the weekly early reading training. Also, staff benefit from opportunities to visit and learn from practice in other schools. Leaders' systematic approach mitigates the challenges associated with smaller schools. It is ultimately ensuring that pupils receive the best possible education, and as many opportunities as possible, to learn from the wider community.

## Safeguarding

The arrangements for safeguarding are effective.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120827
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10294990
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Lawrence
<b>Headteacher</b>	Alex Pritchard
<b>Website</b>	<a href="http://www.littlemeltonprimaryschool.co.uk">www.littlemeltonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	24 January 2023, under section 8 of the Education Act 2005

## Information about this school

- The school runs an after-school club.
- The school uses one unregistered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with members of the governing body and spoke with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and

looked at samples of pupils' work. Inspectors also discussed the curriculum and looked at books in some other subjects.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered 50 responses made by parents to Ofsted Parent View, including 49 free-text responses. The lead inspector also considered 12 responses to Ofsted's survey for school staff. Inspectors held discussions with several pupils during inspection to account for their views.

### **Inspection team**

Hannah Stoten, lead inspector

His Majesty's Inspector

Benjamin Axon

Ofsted Inspector

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